KINDERGARTEN MESSENGER

AND

THE NEW EDUCATION.

Official Organ of the American Frœbel Union.

Vol. V, No. 7. Whole No. 55. | SYRACUSE, N. Y., JULY, 1881. | One Dollar a Year. Single Copies Ten Cents.

The Child and the Snow-flakes.

[The following is sent us as the "invented story" of a little kindergarten child, now eleven years old, by a kindergartner who knows not deceit.—ED.]

Good morning little snow-flakes,
How soft and white you are;
And some of you are just the shape
Of the bright morning star.
We do not see you all the year
Until cold winter comes;
And with you you do always bring
Christmas and sugar-plums.

"Dear children we're so thankful,
That you do love us so:
Although we cannot do much yet
We are the winter's snow;
We fall upon the tree-tops
And on the grass so green;
We are so very soft and white
That we make all things clean."

Dear little snow-flakes, how came you
Upon this earth to be?
We've often, often wondered
When we've seen you on the tree.
The pretty snow birds sing to you,
In their warm coats of brown;
We love to see you floating,
Floating softly down.

"Dear children to your question
We find a quick reply;
'Tis thus began our journey
Down hither from the sky:
We first were little rain-drops
That patter soft and low,
Next we were little hail-stones,
And lastly, we were *snow*.

ALICE D. LORING.

The Kindergarten in Wisconsin.

The annual report of the State Superintendent for 1880 gives the subject of the kindergarten unusual and gratifying attention. J. H. Evans, President of the Board of Normal School Regents, reports as follows:

"After much deliberation and discussion of the principles, objects, and practices of the kindergarten, the Board of Regents, at their meeting held in February last, determined to establish a kindergarten in one of the normal schools, as a model for observation and practice; and thereby make the philosophy of the kindergarten system a more prominent feature of instruction in the normal departments of our schools.

"The arguments presented against the practicability of making use of the kindergarten in public school work, were carefully considered; and the fact that the subject was discussed for several years, shows that the conclusion of the board was not a hasty one, when, in May last, they opened at the Oshkosh school the first kindergarten officially and directly connected with any State Normal School in the United States.

"The board realized that it was a 'new departure,' but one that they confidently hope will be received with warm approval by the people of the State; as it has been by prominent and active educators forming the 'State Teachers' Association,' and by many members of the press throughout Wisconsin.

"It may not be out of place to sketch the Froebel kindergarten, and the reason for its introduction into our normal school system.

"Kindergarten culture is designed to correct many of the faults of our common schools, where knowledge is generally imparted in a concentrated form by teachers and text-books, where the child is crammed with the greatest possible amount of what might be termed positive knowledge in the least possible time, in many instances to the detriment of his healthy development. Kindergarten work will develop healthfully and harmoniously all the faculties of the child; it treats the child as an organism that needs but to

have its surroundings brought into harmony with its nature, to grow into beauty and usefulness. It does not *drive* but *leads*. The restless disposition of a child, so trying to the parent and teacher, and so often forcibly repressed, is made useful, and a source of happiness and pleasure to the true kindergartner. The methods and discipline ordinarily pursued in our common schools have a tendency to dwarf the physical development of a child; the kindergarten cultivates the same by frequent changes, and a wise combination of exercises of body and mind. While the school often overtaxes memory, and imposes upon the young child intellectual work that does not properly belong to it, the kindergarten seeks to create the most favorable conditions for the natural development of his perceptive, reasoning, inventive, and formative faculties, using all opportunities and taking time to instil into the child's mind pure moral sentiments and good social qualities, too often overlooked in schools where the race for individual standing is the one absorbing idea. An important feature is the loving motherly supervision which the child receives in the kindergarten, and which forms the natural connecting link between home and school. The mental and practical posibilities of the child when his powers are cultivated and developed by the seeming play of the kindergarten without overexertion of mind or body, are wonderful. Prominent educators, speaking from experience and observation, inform us that children having the advantages of kindergarten culture learn more rapidly in their advanced school work; these children are keen observers, their powers of analysis and synthesis have been trained naturally and systematically in early childhood; they desire useful employment, because this employment has been to them a source of pleasure.

"Kindergartening in the common schools of our State may not be an accomplished fact for many years to come, but the Board of Regents have thought it wise to give our Normal pupils a theoretical and practical knowledge of its principles, aims, methods, and apparatus, in order that they may be able to apply those methods and principles in their future school work, as far as circumstances will permit. If our students are to be missionaries for higher views of the object of education, they should certainly be made acquainted with all the educational systems and methods deserving consideration. Among these systems none has received more earnest attention at the hands of prominent educators than Frobel's system of the kindergarten."

President G. S. Albee of the Oskosh Normal School reports:

"The organization of the Kindergarten grade in the Model Department of this school, during the last term of the year, was the result of much examination and reflection on the part of normal regents and leading teachers in the State.

"The strong tendency of teachers, especially of those inexperienced and fresh from student work in advanced grades, to rely too exclusively upon the assignment of tasks for solitary study, has been a marked defect in most primary school work. This isolation of the child is particularly marked in the rural ungraded school, where a multiciplicity of exercises affords occasion for great neglect in dealing with the few small children mingled with the numerous classes of older and more clamorous youth.

"Usually the few precious minutes per day given to the 'primer class' are nearly wasted, because the teacher has gone through a long course, calculated to lead him to forget his early craving to handle, hear, or look at everything presented for his consideration. He has been used to taking his later gleamings from the broader field at second-hand, and fails to realize the intensely concrete nature of the child's thought-world. It is this wide difference between the needs of the child and the necessities and habits of the man, that makes much sad waste in school and family.

"The 'object teaching' reaction in vogue during the last generation, has often proved only a re-action, and has not, as it ought, become the universal door-way leading from the play-ground to the independent reflection and investigation of later youth; because it has fallen into the hands of teachers knowing more of the *object* than of the child.

"As possessing a strong tendency to correct this vital error, by illustrating *positively* the right attitude of the teacher as a guide and stimulant in the child's development, we value highly this addition of the kindergarten to our facilities for training teachers. Here, in the hands of a thoughtful and well-trained teacher, all students see the processes of mental and moral training, unobserved by memorized phrasing. No child is encouraged to think he knows more than he has tested of things knowable. A clear distinction between his knowledge and his beliefs is

a marked characteristic of every exercise in the kindergarten.

"But this methodical, eager, clear-headed dealing with facts would be but one step better than the unquestioning attainment and acceptance of statements, so rife in advanced grades, were it not intimately associated with a constant intelligent exercise of the *imagination*.

"By idealizing the material, its manifold relations, readily suggested by things known when the train of fact and fancy is fired by a hint from the thoughtful guide, become logically arranged in the child's mind; and an otherwise bald and unfruitful fact is made to teem with possibilities.

"These methods of wise development of power to do, to think, and discover are, unfortunately in this grade, designated by a foreign, yet fairly significant term; and the ordinary mind views it as an *excrescence* instead of the *germ* of all primary methods. It cannot be reasonably doubted that the principles upon which kindergarten processes are founded, are the basis of all skillful mental discipline looking to ultimate symmetrical growth.

"Its especial excellence as a school of observation lies, first, in free expression of the child's thoughts and impulses, and the worthy direction given these by the teacher.

"This expression guided, instead of repression under dictated formulas, is to the observer what the analytical outline is to the student or the specimen to the naturalist, the source and centre of all just inference. Here the *child* is all, and the means clearly subordinated to the unfolding of his powers.

"Secondly, the class of occupations here employed so readily enlist the interest of children that, even when the immediate influence of the teacher is removed, their work does not flag; and the observer gathers many a suggestion by which to meet the ever recurring question of the overworked teacher, 'What shall we do with the little ones?'"

Technical Schools in France.

We find the following in the memorial on the subject of technical instruction, submitted by the minister of commerce and industry, to the German House of Representatives, in the year 1878:

The schools which have lately received a large share of general interest, and which have been recommended as the surest remedy for social economical evils, are institutions intended for the sons of small tradesmen and workingmen. They require of applicants a common school education, and in some cases, not even this, and combine with limited theoretical instruction, practical instruction in the school workshops. We find such schools in several foreign (not German) countries. They may, aside from some less important differences in their organizations, be arranged mainly in two groups: in one of these the practical instruction is combined with the common school course; in the other, only pupils that have absolved the common school are admitted.

One of the latter is *La Martiniere*, a school of industrial sciences and arts in the city of Lyons. It is maintained from the interest (amounting to 100,000 francs) of the legacy which was left to the city of Lyons for the purpose of improving the condition of the working classes, by Major-General *Martin*, who died in India in 1823. More than a million of francs has been expended in the course of time for the buildings. More than 500 day-scholars are taught here; besides from 200 to 300 adults receive gratuitous instruction in special evening courses. Applicants for admission must be at least thirteen and at most fifteen years old, so that they may finish the course before they have reached an age when, frequently, a false pride deters the young man from entering a workshop as apprentice. In the examination for admission, nothing is asked beyond writing from dictation and the ability to use decimal fractions. The sons of poor parents are privileged in the admission over those of the well-to-do, and the rich endowment of the school even renders it possible to pay the diligent pupils premiums of such amounts that they afford relief to the respective families. The instruction lasts five hours daily, except on Thursday; during the first two years it is of a more general character, during the last year it is partly arranged with reference to special courses for particular industries. The branches are mathematics, drawing, physics, history, geography, English, French, book-keeping, ethics; however, mathematics and drawing occupy the greater part of the time. To these chemistry is added in the last two years, and receives great attention on account of its great importance in silk-dyeing. Finally, during five hours of the week instruction is given in the workshops of the school, in the rudiments of working wood and iron, of modeling and

of carving wood and stone, and of weaving. The pronounced object of these exercises in which all pupils take part, is merely to acquaint the boys at an early age with the use of the tools and to accustom them to manual work, to exercise the eye and the hand, and to develop the body while the mind rests from the strains of learning. The people of Lyons are loud in their praises of the use of this school.

The city of Paris has established two institutions under the judicious guidance of her Superintendent of Instruction, M. Greard. One of these, *The School for Apprentices of the Boulevard de la Villette*, is also intended for pupils who have passed the common schools. The other—*Rue Tournefort* 33—accords with the *Martiniere* in merely preparing its pupils for apprenticeship, but it combines the incident instruction with the common school instruction. The one, as Supt. Greard expresses it, places the work-shop into the school, the other, the school into the work-shop.

In consequence of the impetus given by G. Salicis in his writings on public instruction, and on the means of encouraging in the public school the respect for industrial pursuits, an experiment was decided upon. In a public school of six classes in the *Rue Tournefort* an opportunity is offered the pupils, when the time has come for their entering the highest class, to enter a special department in which there is provided a three years course in the branches of the common school, as well as in the rudiments of Physics, Chemistry, Natural History, and History of Industrial Arts; besides he is instructed for three hours daily in the working of wood and iron, and in modeling, and one hour in the knowledge of raw material and of the tools and in technical drawing. The instruction lasts, with the interruption of one hour for second breakfast, and a shorter recess for afternoon lunch, including the time given to gymnastics and to the correction of written tasks, from 8 A. M. to 6.30 P. M. Thursday forenoon is devoted to exercises in drawing (not compulsory) and history of art, and the afternoon of the same day to visits of factories with the teachers; during these visits sketches are made. During the first year, all the pupils take part alternately in the rudimentary exercises for working wood and metal; in the two succeeding years, they are busy with modeling and sculpture, or with carpentry and in-laying, or with the working of iron. During one day in the week, however, there is a change of occupation, so that the pupils may retain the skill gained in the first year.

Cubage of Air.

(*Conclusion.*)

DIMENSION OF ROOMS.

The dimension of school-rooms should be specially considered.

In length, regard should be had to the surveillance the teacher is to exercise over the room, as well as to the distance at which the pupils can distinguish letters or figures upon the black-boards. The system of Snellen admits a minimum of 5′ for the angle that the letter should make with the eye, and a height of 3 centimeters; that is, a maximum distance of 20.6 meters. But we must believe with Erismann that it would be better to establish the angle of 10′ as the angle proper for children, which would give a maximum distance of 10.3 meters. It is evident thar an instructor cannot overlook the pupils in a room 20 meters in length, we may therefore prepare a length of 10 meters, as the one that ought to be accepted; that is nearly the dimension of Erismann's model school.

In *width*, 6 to 7 meters is enough, with a greater width, it would be difficult to give light enough to the pupils farthest from the windows, which should be on the left hand. An excessive width would impede ventilation and make the heating of the room less easy. It is necessary to secure a suitable proportion between the length and the breadth. Erismann proposes the ratio of 10 to 7 which is nearly the proportion of $\sqrt{2}$ to 1, generally approved by architects.

Height:—In the dormitories, in the sick rooms, or in ordinary habitations, there is no hygienic necessity by which the height need exceed 3.65 meters, or at most 4 meters. In schools, however, a minimum of 4 meters is demanded on account of the light which it would be difficult to make sufficient with less height. On the other hand, too great height gives room for reverberations, (which is extremly injurious to the voice and disagreable to the hearing), which often happens in rooms more than 4.50 meters high.

A room of the following dimensions would be very convenient and suitable:

Length, 10 meters.	Surface room 70 sq. meters.
Width, 7 "	
Height, 4 m.50	Cubage of air 315 cubic feet.

Erismann's Model Hall gives the following dimensions:

Length 9 m 40. Surface room, 62.04 sq. meters.
Width, 6 m 60.
Height, 4 m 50. Cubage of air 279^{180} cub. meters.

TABLE VI.

Showing the maximum number of pupils that can be contained in a hall of seventy square meters, and the surface per pupil.

Ages.	No. of pupils.	Surface per pupil.
4 years	53	1.23
5 "	47	1.36
6 "	44	1.47
7 "	39	1.64
8 "	36	1.80
9 "	33	1.96
10 "	30	2.15
11 "	29	2.25
12 "	26	2.50
13 "	22	2.90
14 "	20	3.24
15 "	17	3.75
16 "	15	4.30
17 "	14	4.65
Adult	12	5.50

Although the figures of the surface and the cubage of air recommended are much larger than those granted in most countries. I should like very much to see them increased by half, in order to have the best condition possible; that is the aim which is to be regarded by hygiene.

Games among the Greeks and Romans.

We make the following extracts from an article by A. Zink on this subject in "Kindergarten," the organ of the German Froebel-Union:

The first playthings of little children were a variety of small metal objects, such as swords, axes, clasped hands, gold or silver moons, etc., fastened to strings and hung around their necks; besides they were given rattles in their hands.

Larger children received painted dolls of clay, which were full of grace and beauty; also clay figures of animals. About Christmas-time, old Rome had a special doll-feast, in which children received such gifts. Small wagons were made of wood and leather for the boys, and the girls received small bedsteads for their dolls.

Horace mentions a juvenile game of chance, "odd or even:" one of the children took a number of almonds in his hand, and the other guessed whether the number was odd or even; sometimes dice made of bone were used for the same purpose. This game is very old, for Homer relates that Patroclos when a boy killed a play-mate in this game.

The favorite games of riper youth were played with nuts: a nut was to be split by a skilful blow, or thrown upon three others so as to remain at rest, etc.

Another game was hoop-rolling: an iron hoop furnished with many small rings was set and kept in motion with an iron rod.—The whipping top was common in Greece and Rome.

Blind man's buff among the Greeks is described as follows: A child has his eyes blind-folded; it turns around and exclaims: "I shall hunt an iron fly." The others reply: "You will hunt, but not catch it."—At the same time, they beat the blind-folded child with leather straps until he succeeds in catching one of his tormentors, who then takes his place.

In *playing king*, the boys fought each other in two sets; the leader of the victorious party was king.

Ball games occupied an important place both in Greece and Rome. Children played it in the streets of Rome. Whoever made a mistake, received a blow on the calf of his leg.

In the heroic age, even girls played it; but in later times, it was improper for girls to play ball in Greece. In Rome, however, especially under the emperors, girls and women took part in the game.

Galenus wrote a treatise on the advantages of ball-playing, and the gymnasia gave instruction in it. Alexander the Great, the Antonines, and Alexander Severus were passionately fond of the game.—In throwing the ball, the hands were not to be raised higher than the shoulder; the opposed party had to catch the ball and throw it back.—Sometimes the ball was thrown against the wall and caught; the one who could do this oftenest was king.—Large balls filled with air were parried with the arm and thrown back.—The commonest play was for three players to stand in the corners of a triangle and to throw a small, hard ball to each other.—In one of these games a ball was thrown and all the players had to try and catch it. This game, full of noise, blows, and dust was, however, played more particularly by slaves for the amusement of their masters.

A DETROIT school inspector thinks that singing ought to be "thrown out of the schools," because "when he was a boy he visited, two schools in one of which singing was taught but not in the other, and the latter did him more good." Some one claims that if all the good he seems to have came from that school, they might as well throw out the branches taught there, too.

Address to Her First Graduating Class.

BY MRS. GUION GOURLAY.

My dear young friends and pupils:—I hail this glorious day as an era in your existence, as it is one in the generation.

This beautiful study, I feel sure, has elevated you, has ennobled your characters, given you something to live for, something to be proud of. But it depends upon the manner in which you use this wonderful knowledge, just how it ranks you with your fellow-men and co-workers. If you lay these jewels away in silence and obscurity, they will cease to shine, the moth and rust will overtake them, but if you make it your aim in life to keep these bright, they will shine more and more unto the perfect day, even as the sun in mid-day splendor. With *such* a possibility, this, then, is your work. Every where you go drop a seed—the ground is ripened, it is fully prepared. The progress of the age in which we live—this glorious 19th century, so teeming with discovery—has developed this loving education, this peculiarly sympathetic method of dealing with little children, which, while it cultivates the heart, has one pole of the battery in the brain, thus both acting in harmony are developing a better class of men and women.

Knowing and feeling this to be true, as I positively do, what more ennobling position can there be than the kindergartner, and what more beautiful spectacle than the kindergarten, and what a sublime thought,—that as the rose unfolds its rounded leaf, its graceful stamen, its carnation tint, its sweet perfume, to the rosy morning sun and the evening dew, through the medium of the atmosphereand theforces of nature, so do you nourish and sustain those human buds by your tender care and vigilance as gardeners.

'Tis a high and holy office you have assumed when you stretch forth your hand to supply to little children gifts compared to those of nature, sunshine, moisture and tillage. Did you ever seriously think of that? This growth is slow but sure. No storm need be feared, the tempest will pass you by without even disturbing the clover-leaf or blade of grass, if stone by stone be well laid by the builder, and the work not hurried. 'Tis not a job we have taken for a day or an hour to be done at a stipulated price at shortest notice, but work day by day through all eternity. Though nominally having finished your studies, you are only upon the threshhold of the magnitude of the thought of Froebel. If your heart and soul are in the work this will not discourage you, but if not, your path will be tedious and unprofitable.

Trusting that your aspirations have been fully met and that your zeal is as great, your order as pure as when you first sought this beautiful study, as teachers of the New Education I entreat you to let your light so shine that men may see it upon the highways; let its beams penetrate wherever poor neglected children dwell; gather them from the alleys and by-ways: it is for them. Thank God the hour has arrived when kindergartens are the property of all, without distinction of rank or race! I rejoice more over this fact than words can express. There are not a sufficient number of words in Webster's Unabridged to describe the joy I feel over the realization of this fact. I have been very happy while instructing the class, and look forward to the day when each one shall be engaged in this noble field of action, and as Time unfolds knowledge with study and age, added to experience, a bright and shining light, I have a sincere friendship for each founded upon the earnestness you have shown in the work. It depends upon you to strengthen this tie which will in future be proportioned to the manner in which you fulfill your trust to the public and the cause. Cultivate love and harmony, without which, let me tell you on the outset, we cannot be true apostles of Froebel. Let us have no tears, no dissensions in this field, at least. Do not hoard up what you gain, but bring your accumulated interest and knowledge with your experience to your monthly meetings for mutual improvement. Be a band of sisters. My best wishes go with you. You have the honor of receiving your diplomas from the hand of this venerable lady, Miss Elizabeth Peabody (the President of the American Froebel Union, of which you have all been made members by her courtesy), who, notwithstanding her many years and ill-health, took a fatiguing journey to be present on this occasion, and has made you, as a class, her special care.

I am sure you all feel this obligation as deeply as I do.

THE new impetus given to kindergartens at Detroit within the past three years has brought forth an instructive excrescence, teaching an old lesson over again in a new form. The sisters of one of the Catholic orphan asylums, probably in-

duced by the growing popularity of the kindergarten, decided some time last spring to establish such a department in connection with their asylum. They secured the services of a young girl who seemed to have the qualifications they sought and sent her FOR THREE WEEKS to a Catholic institution at Buffalo, which boasts of a kindergarten. Here she "got the patterns" for the various schools of work, and then returned to Detroit, a full-fledged kindergartner, and was placed in charge of about forty little children.

A few weeks ago the asylum held a sort of a fair or a reception to which charitable friends were invited, and which lasted six days. On this occasion the little kindergarten children formed one of the principal attractions, and were exhibited together with some of their "work" twice each day. Never before, indeed, has such proficiency been attained; and we hope, in the name of injured childhood, that it will never again be attained.

For one long, dreary hour, the little sufferers were kept standing, marching, and "exercising" before a room full of "delighted" visitors. During this time, they went through long and intricate series of dumb-bell exercises which they accompanied with kindergarten songs, alternating these with soul-stirring strains of the order of "I'm Captain Jinks, etc." Occasionally, a march without dumb-bells interrupted the weary monotony of the torment.

Not a rest, not a single game, not a spontaneous movement or word of any description, not a smile was permitted to break the cruel spell, and remember *it lasted one full hour,—and twice each day.*

The teacher in charge stood there during this whole time, in the same spot, in the same position, with the same expression, the very personification of unfeeling, relentless fate, giving scanty directions in an undertone. Not a word of encouragement, not a look of affection or sympathy, not a smile of approval came from that strong figure which these people dared to call a kindergartner; and *all during one unbroken hour, and twice a day.*

Some "work" was exhibited and sold. There were mainly wearing-mats, nine inches square, strips one-eighth inch wide, finished in gaudy, sight-killing color-contrasts and intricate patterns that would try the skill of advanced classes, and embossed work done with the pricking-needle; and all this after, at most, three months of attendance.

We have always deemed it our duty—and we have earnestly tried to live up to it—to encourage every honest effort, however humble and deficient, to establish kindergartens; but to utter one word of approval here, or even to let this go unreproved, would be a criminal disregard of another equally imperative duty, the duty to discountenance and expose all shams by which the fair name of Froebel is sullied. Whatever may have been the motive for this cruel travesty of the kindergarten, it is a crime against childhood, for which even ignorance cannot furnish an excuse. It teaches us again the lesson how necessary it is to guard against the dangers of too rapid success, and how useless it is to expect good from the kindergarten, unless it is in the hands of wise people.

EDUCATIONAL Science is still waiting for a firm base to stand upon, viz: a sufficient number of detailed and reliable observations of the psychological growth of earliest childhood. The difficulties attending the collection of such statistics are apparent. Only mothers or their substitutes can collect the needed facts, and these are so rarely furnished with the needed knowledge of psychological science, or their perceptions are so blurred by subjective considerations, or their time is so limited by other duties, that, even in cases where the importance of such observations is appreciated, little could be gained from them.

Nevertheless the American Social Science Association, at its last annual meeting, wisely determined to do all in its power to aid in the solution of this all-important problem, and referred the matter to its committee on education. The latter has consequently circulated blanks that will serve as guides in the collection of the desired statistics. Among the questions asked are the baby's weight at birth and at stated periods during the first year of life; the age at which it first exhibited consciousness; at what age it smiled, recognized the mother, noticed its hand, followed a light with its eyes, held up its head, sat alone on the floor, crept, stood by a chair, stood alone, walked, held a plaything, reached out to take it, appeared to be right or left-handed, noticed pain, appeared sensible to sound, etc. We trust that the committee will be successful in securing a sufficient number of reliable observers in this important work of providing the least dispensable material in the construction of a *science* of education.

The Discovery.

Away in the heart of the Ages
When men seemed to spring up, full grown,
When Poets, and Prophets, and Sages
Seemed to fill the whole world, alone.

There could be no room for the children,
So Ages, like premature men,
Have lost all the brightness of childhood,
And never have found it again.

The canvas and marble have told us
Of beauty and thought undefiled;
But the angel was seen in the marble,
Before it was known in the child.

An Angelo rivaled a Raphael
And gave such an impulse to Art,
That unnumbered Pygmalion statues
Have lacked only one thing—a heart.

Galileo, with foresight prophetic
Looked out from his prison on earth,
And called, with a voice not yet silent
A myriad new worlds, to birth.

A Kepler, with wonderful vision,
Beyond his own fellows and time,
Starts the earth on its journey of motion
Set to its own music and rhyme.

A Franklin, with wondrous invention,
The banner of thought has unfurled;
A Morse, caught the fire chain electric,
And with it encircled the world.

A Field, with the strength of his cable,
United two nations, in one;
And each day, as it passes, but shows us
The onward work only begun.

An Agassiz, leader in Science,
Now asleep on his own mother's breast,
Has this epitaph, evermore blessed,
Of all things, *he loved children best.*

And I think, of all words of the Master
Who taught in the far Gallilee,
These have touched humanity closest,
"Let the little ones come unto me!"

So I feel that the poor German peasant,
The "daft man" at whom people smiled,
Made the greatest of all known discoveries
The *way* to *the soul of a child.*

F. A. B. D.

Studies of the Mind.

BY MRS. R. R. BIRD.

I.

In our treatment of little children we have only to deal with the rudimentary state of the mind. We see that they take an infinite interest in everything; their interest once being aroused, they like to quicken and encourage it by actual experiment; what they see, they look at; what they hear, they listen to; what they touch, they feel of. Whatever has attracted their attention so far as to lead them to feel of, to listen to, and to look at, arouses in them a boundless curiosity to learn more in regard to it. This boundless curiosity is the sign of the unfolding of the mind. This indicates the rudimentary state; and, as "like assimilates like," whatever knowledge is presented to it to be taken into itself must be of a rudimentary character. Only as the mind of a child advances naturally and easily, in the same ratio must the branch of knowledge presented advance. It may seem at first slow growth; but it is as sure as slow. It is at this period that children are sensitive to impressions; that the busy little things go about gathering facts, and collecting specimens for present and future investigation. It is then that the two truisms, "Haste makes waste," and "More haste, less speed," must be borne in mind by teachers of children. Many fatal mistakes, fatal to health of body and health of mind, are made at this period by some who think to hasten development of a child's mind by presenting to it facts that cannot be grasped by the mental senses and crowding it with words that, to it, have no meaning. Instead of hastening development it retards it, by fastening weights to the mental limbs so they cannot climb, and the mind grows weary with the effort. In recuperating from this weariness, an unnatural draught is made upon the vital forces, so that body and mind both suffer. The ill effects of this unnatural course are seldom immediately seen, but become apparent later in life, when body and mind both refuse to bear its ordinary burdens.

We need have no fear of tiring the little ones with the variety or multiude of facts we may place before them. We may scatter fragments of wisdom, bits of knowledge, endlessly,—there is scarcely a branch of knowledge the rudiments of which we may not present to them; they will only pick up those which strike their fancy, perchance drop them again, to seize others which please them more, just as they gather the pretty pebbles on the sea-shore, dropping them and running back to pick up choice ones again. But never fear; although the dropped facts are passed by and apparently forgotten, they are planted in the soil of their little minds, where they are thrusting their rootlets downward, waiting a fitting opportunity to push up their little shoots of inquiries.

This is all we wish to do at first,—to scatter, and let them gather up,—the rest will surely follow. It will not be long before they will surprise us with questions about things we deemed were passed by and forgotten.

Let us leave the children to themselves, free to gather what they please, and drop

again at pleasure; let us not fetter them, nor say "Gather these,—leave those;" they know better than we do what is best for them, and what is fit for them. We need not think it depends upon ourselves to unfold their minds as we would unroll a piece of parchment; they will themselves unfold, in spite of us. Each little heart and brain has within it an instinct for its future needs, bents, and duties which we cannot quench nor kill, neither can we create an opposite instinct; but we may warp and distort it, so that it will fail to reach its true purpose, if we insist upon the children following us instead of our leaving them to themselves. The happiness and true usefulness of many a life have been wrecked by parents and teachers who have taken from the children what they would fain gather, and make them gather what the children would fain leave.

We have only to be careful that *we* have *in our possession* the knowledge that we wish to present to them in its rudimentary state. They have only to make their collections,—collect their specimens for investigation and future classification and arrangement. We have only to be in readiness to give proper nourishment to the little shoots of inquiries when we first see them peeping out from the soil; afterward, when we see the time is ripe, to encourage further development by putting in their hands books which will give desired information and natural objects for experiment, and to shed whatever of our light we may bring to bear upon the subjects pursued.

II.

What we have written in a former paper may seem vague and indefinite, and yet what more can be said? Why is it necessary that we should have a definite plan laid out, a straight and unerring path in which children should be made to walk? Let them study nature. Is it not enough that they gather the shells on the sea-shore, the flowers and grasses in the gardens and fields, view the twinkling stars, pick up the pretty pebbles in the gravel-path, keep a chrysalis and patiently watch and wait for a butterfly, scoop up wiggling tadpoles, and hope for croaking frogs? What more need they do, provided we are ever ready to answer their questions, intersperse timely facts and hints, and lead them on to further investigations?

As they gather the shells on the shore, who knows but that they may discover elements which, by and by, will develop into the ripe, well-rounded system of conchology? Who knows but that every flower and blade of grass may nod and beckon them on to a future study of botany? Not a star in the heavens but may be winking and twinkling with mischief at the thought of the astronomic lore which is lying in wait for the little ones, who, perhaps, by and by, will search out the mysteries of the science of the heavens.

Not a pebble on the shore, nor a rock on the dusty road, but bears on its face hints of the geologic secrets of ages' duration, buried in the bosom of Mother-Earth, waiting to reveal themselves at a future time to the little ones, if haply they be led to seek for them.

Of mathematics we say nothing. What child in a civilized community can live, move, and assert its being without finding itself weighing, measuring, counting? Upon the importance of gaining a knowledge of mathematics we need not dwell; without a knowledge of its laws, either inate or acquired, the hand of the mechanic works without skill, all trades stagnate, commerce and navigation cease, the learned professions falter, and scientific pursuits are no more. Mathematics form the circulating life-blood of civilized life; nay, its laws are the brain-power, the nerve-centre, upon the correct action of which depends the successful issue of everything that man may do, make, conceive, or comprehend.

And yet, although the most important of all studies, it is the one which children should have the least to do with *as a study*. It is only the simplest elements which they should be expected to deal with until the mind matures; (for the mind matures with the body; it reaches its manhood and its womanhood when it begins to ask itself, "What am I?—what am I for?" There then dawns upon it the light, the consciousness, that it must have some definite object, some pursuit; it manifests its peculiar bent, and this instinct, carried out, leads it to seek the food which is meant to nourish and sustain it, and fit it for the purpose for which it was meant). Let the children gather up the elementary parts as they please and as they can; these elementary parts acquired in a child's way, and confirmed and strengthened by older minds, with which they come in contact, will serve as a firm foundation upon which they may, later, build the superstructural knowledge of the more complicated principles, the higher mathematics, according as their proposed pursuits in life may require, or their respective bents incline.—*Primary Teacher.*

Mohammedan Pedagogy.

The *Student's Manual* of Borhan ed Dini is celebrated in the East. We give our readers a few extracts from this work, as an interesting contribution to the History of Pedagogy, if not as a proof that Truth is the same in all garbs.

In his preface Borhan ed Dini says:

I have observed that in our days many students take great pains, but fail to attain science and can neither make use of it nor diffuse it. This is because they have missed the way that leads to science, and because they disregard the fundamental conditions of success. For whoever goes astray and loses his way, can never attain his goal, be it great or small.

Therefore, it has come to be my favorite desire to show these students the right way of learning, in accordance with what I have read in books and heard from my teachers. * * * *

The sublimity of science must be evident to every one, inasmuch as it is reserved exclusively for man. All other things man shares with the brute creation, e. g. courage, strength, generosity, pity—but not science. In this, God has revealed that Adam is higher even than the angels, who must serve him on account of his knowledge; furthermore, science is distinguished by leading to the worship of God which brings glory before God and eternal happiness. A poet says:

"Learn! for knowledge adorns its possessor, is a privilege, and entitles to all that is praiseworthy.

"Strive to increase your knowledge daily and you will swim in a sea of advantages derived therefrom.

"Strive to become learned; for learning is the principal guide to righteousness and piety, since it reveals the straightest ways.

"Learning is the beacon-light indicating the road to true religion; learning is the strong castle in which one is safe from all unhappiness.

"For, behold! a single learned man, who is morally temperate, can do more against Satan than a thousand pietists."

Science teaches us the true appreciation of pride, humility, temperance, prodigality, economy, as well as of other moral qualities, such as liberality, avarice, cowardice, courage. Now pride, avarice, cowardice, prodigality are forbidden qualities; but we can guard against them only, if we know them in their essence and are acquainted with their opposites. This knowledge, then, is a religious duty for every human being.

* * * * *Science* is the quality by which he who possesses it, attains clearness concerning the ideas mentioned above. *Learning*, on the other hand, is the knowledge of the subtleties of science. It was said by Abu Hanifah (the founder of one of the four principal sects of Mohammedanism): "Learning gives the soul knowledge of what is beneficial and of what is injurious to the soul." Again, he said: "Knowledge avails nothing, if we do not act in accordance with it; and to act in accordance with it, is to sacrifice the temporal for the sake of the eternal. Hence it behoves man that for his soul's sake he take heed of what is beneficial, as well as of what is injurious to him both in this life and the life beyond; moreover, he should draw to himself what is beneficial to his soul, and reject that which is injurious. Else his reason and his knowledge would testify against him and increase his punishment."

* * * * * *

The ultimate object is the foundation of all we do, and all we do has its value only in the ultimate subject. For Mohammed says: "How many deeds, that have the appearance of worldly doings, are hallowed by noble motives; and how many actions that seem to be done for everlasting life, become worldly by the evil intentions?" The student should seek to attain the approval of God and the home in Paradise by his search for science; he should seek the removal of foolish infidelity from his own soul and from the souls of other ignorant people; for temperance and fidelity are inconsistent with ignorance. A poem says:

"A learned man without faith is a great nuisance, but a still greater nuisance is an ignorant pious man.

"Both are great afflictions for mankind, especially for those men who follow them."

By study we should aim to show ourselves grateful to God for the gift of reason and health; but not to purchase the favor of men and the gain of worldly trifles or honor before the prince and such matters. Mohammed, the son of Hassan, says: "If all men were my slaves, I should free them and deliver them from bondage; for he who has found the sweetness of knowledge and acts in accordance with this, no longer longs for that which men can give." The poet says:

"He who seeks knowledge for the sake of the higher life, will be put on the right way by the grace of God.

"Alas! what injury does he suffer who seeks it only in order to be distinguished among the slaves!"

Of course we may seek positions of honor in order to be able to command the honorable and to forbid the shameful, in order to diffuse truth and glorify faith; but not for the sake of gratifying selfish desires. * * * The poet says:

"What the world offers is the smallest of the small; and he who loves it, is the lowest of the low.

"By its charms it renders men blind and deaf, and they will go astray for the want of divine guidance."

The men of science should not covet that which is not worthy, and they should guard against that which debases science and its possessors. They should be modest; but their modesty should keep the mean between pride and self-abasement. * * * The poet says:

"Behold, modesty is a sign of worship of God, and by it the pious attain true nobility.

"Truly, a most curious thing is the self-admiration of him who does not know whether he is happy or miserable."

THE more we see and hear and read of kindergartens, all over the land, the more we are impressed with the fact that in a great number of them there is still too much schoolishness. Perhaps none are wholly free from this fault, which seems to cling to us as an evil inheritance, and as an outcome of our own false training. This appears in all that is done in the kindergarten, in the handling of the gifts and occupations, as well as in the management of the games, marches, and other matters.

Kindergartners claim in theory that the individual wishes and tendencies of each child are of primary importance, that as they express it—*the child must lead*, that the chief work of the teachers is to provide opportunities for the gratification of these wishes and for the development of these tendencies, so far as they lie in the right direction, to help where help is needed, to direct them *gradually* and *without compulsion* to mutual harmony. Do they follow this in practice?

The third gift is distributed. The children are eager to get hold of the blocks, in order to play with them in giving expression to some idea, but the teacher has made up her mind to tell a certain story in a certain way, and practices all possible arts and tricks of repression for the purpose of securing the needed "order," sacrificing freedom at every step for the sake of "order." Occasionally, if "time" is left, an opportunity for free play is given at the conclusion of the "regular" exercise; but, too often, even in these cases, the children's minds are too much worn by efforts to repress spontaneous action. They play more or less listlessly, building what they remember or what chance brings, instead of giving joyous expressions to ideas, with the freshness and vigor of new life.

It seems to us that an opposite course should be followed. When the children are fresh and eager, they ought to have the opportunity of opening themselves freely, and the teacher's *story* ought to come as a reward, summing up, illuminating, and harmonizing as much as possible what the children did or aimed to do. This may be more difficult, may require more tact, a wider experience, and a deeper insight, but it is the only sure way of freeing the education of the little ones of artificial schoolishness, and of making the kindergarten a place where children *grow* into a higher life; it is the only way of securing that living order which proceeds from conscious purpose, and which is a thing vastly more valuable than the Russian repression order, or the Chinese drill order of the school.

The current way of handling the gifts and occupations makes these the carriers of the teacher's ideas, and reduces them to the level of the text-book and object-lesson. It imparts to the child the knowledge and skill of others; instead of training it in the much more valuable art of independent search for truth and growth of power to do it, it crams instead of developing.

Similar remarks apply to the management of the games, marches, etc., which are too often learned and recited like lessons at schools, given in ready-made perfection, not to be modified in any way by the child's own experience and imagination, as incapable of growth as a lesson in geography.

A WRITER in the *Alpha* claims that "the sciences to which the kindergarten training should lead are the following: Astronomy, mathematics, geology, geometry, physiology, philosophy and chemistry." Just what the remaining branches of natural science have done to be thus rudely left out, and why history and geography are snubbed, she does not state, nor does she give us any clue for what reason geometry is sent out of the class in mathematics.

NOW the Cincinnati school-board has joined the ranks of those unfortunates who claim that marriage unfits women for teaching. The women ought to retaliate and force a law which declares men unfit for the profession before marriage; for, surely, if it is such severe work for women to take care of their husbands that they are unfitted for all else, the men cannot be fit for anything else before they have secured some one to relieve them of the arduous task of being their own guardians.

Books and Pamphlets.

—The Western for March and April contains among its usual array of excellent essays, an article on the "State Universities of N. W. States," by John Bascom, and another "On our American Public Schools," by J. G. Hertwig. *The Western* is published by Henry W. Jameson, 212 Pine Street, St. Louis, Mo., and costs $2.00 per annum.

Domestic Problems; by Mrs. A. M. Diaz. Boston: James R. Osgood & Co., 1881.

The first part of this sprightly little book treats on "Work and Culture in the Household," and shows how much society would be improved, if women were relieved of useless house-hold drudgery, and permitted to devote the time gained to en ightened child-training and self culture. The second part, "The School master's Trunk" is a serio-comic protest against the tyrrany of the rolling pin and piecrust in the house-hold. The book deserves to be widely read.

Twenty-first Annual Report of the City of Milwaukee, for the year 1879-80.

Mr, Joshua Stark, president of the board, says in his address: "One of the most difficult questions in public education is, what to do with the thousands of children between the ages of four and seven, that are pressed upon our care. They are too young for ordinary methods of instruction. To repress their restless curiosity and energy, to confine them for hours in a school room, either unoccupied or en gaged in exercise suited only to older children, is cruelly unjust and cannot fail to do harm to their mental and physical, if not their moral development. We cannot rid ourselves of the question by excluding them from our schools. The constitution requires the legislature to provide for the establishment of district schools which "shall be free and without charge for tuition to all children between the ages of four and twenty years." Having thus the obligation to provide schools suitable for the care and wise training of these infants, below ordinary school age, how is it to be met? For years past this problem has engaged the attention of thoughtful educators, and the view has come to be generally accepted that the kindergarten, substantially as founded by Frœbel, the great student and teacher of the child mind, furnishes the only true solution. The kindergarten takes the child of four, and without checking the irrepressible eagerness and ardor of his budding nature, so skilfully guides him that his very sports shall be the means of mental health and blessing to him. I do not propose to discuss the merits of kindergarten training. With us, compelled under the constitution to provide suitable schools for all children of four years and upwards, the kindergarten or something as near to it as we shall find practicable, is a positive necessity. Habits of regularity, punctuality, attention, silence, obedience to established rules, self-control, neatness and politeness, may be effectually taught at this early age, and they are no small part of a true education. The simple exercises of the kindergarten, though in the form of play or diversion, are yet so contrived as to cultivate ideas of form, numbers, proportion, beauty and fitness. The inventive faculty is awakened. The insatiable curiosity which makes the untrained child destructive, is turned to planning and building. Thus the whole scheme of the kindergarten is based upon the closest study of the natural processes and motives of the healthy infant mind, and aims to utilize those processes and motives in their natural and normal development with only so much restraint as may be necessary to the main end in view. The value of such training as a preparation for entering upon the proper work of the school at the age of six or seven, is inestimable, and its influence in the formation of personal character is one of its highest merits.

Industrial Education in Europe. Circular of the Bureau of Education. It furnishes the Programmes and some other matters relating to the Higher Commercial Institute, at Antwerp, the Higher Commercial and Silk-weaving School at Lyons, the Federal Polytechnic School at Zürich, and the Higher Commercial School at Marseilles.

Bertha v. Marenholtz-Buelow and her Significance for Froebel's Work. The Life and Writings, sketched by Louis Waller. Dresden, Alvin Huhle, 1881. (German.)

Die Froebel literatur (Froebel Literature), By the same author and publisher. 1881. (German.)

Both works are the product of that proverbial German ant-like industry, which always astonishes us when we see its results. The first book is a concise account of the extended activity of Bertha v. Marenholz Buelow in her remarkably successful efforts to spread Froebel's educational gospel, and of the contents of her many writings on this subject A translation would do much good on this subject. The second book gives lists of the various writings of importanee on the subject of the kindergarten in Europe and America In most cases the contents of the books are characteriz d in a few short critical remarks. The books give a succinct account of more than 300 writers on the subject.

Sixth Annual Report of Purdue University, 1881.

A very valuable contribution to educational and scientific literature We shall publish an extract in the next number.

Ninth Report of the Superintendent of Public Instruction of the State of California, for the year 1879-80. Fred M. Campbell, Superintendent.

To judge from the report the educational interests are in good hands and prospering.

President's Address, delivered before the State Teachers' Association. By Fred M. Campbell, State Superintendent. 1880.

The plea for the teaching of physiology is full of vigor; the entire paper comes from a man of advanced views and high aims.

Education for July and August, is as rich in excellent matter as its predecessor. Its freshest articles are from the pens of two eminent ladies: The Education of the Public, with Reference to Normal Schools and their Work, by Grace C. Bibb; and Natural Science in Common Schools, by Mary R. Alling.